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ABSTRACT

This packet of technology learning activity (TLA) materials on entrepreneurship for students in grades 6-10 consists of a technology education overview, information on use, and instructor's and student's sections. The overview discusses the technology education program and materials. Components of the instructor's and student's sections are described next. The instructor's section contains background information, suggested activities and resources, and expected learner outcomes. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: using the Kids Business computer software, completing a startup manual, making an advertising flyer, and writing a speech to a door-to-door customer. The student section provides materials for each day, including the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

ED 380 593

Technology Learning Activity

Technology Education Series

ENTREPRENEURSHIP

TLA TE-1126

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CIMC

Teacher Edition

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

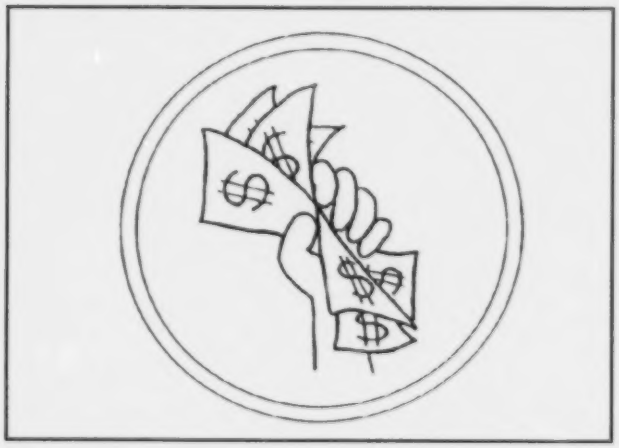
TECHNOLOGY EDUCATION

TECHNOLOGY LEARNING ACTIVITY

TE1126

ENTREPRENEURSHIP

Suggested Time: 8 Days



Developed by the
Curriculum and Instructional Materials Center
for the Technology Education Division
Oklahoma Department of Vocational and Technical Education

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FOREWORD

What will be the careers of the future? The workforce of tomorrow will be shaped by the technologies being developed today. Students today need accurate, interesting information on growing technologies in order to make informed decisions about their futures.

It is our hope that this curriculum will help improve the quality of career decisions for our students. Students are introduced to a wide range of current, "cutting-edge" technologies and are encouraged to think critically about how those technologies influence their lives and futures. Today's students do not have to become the victims of "technological illiteracy," but instead can learn to anticipate technological developments and take positive steps to prepare for the future.

Technology Learning Activities provide students with the knowledge and an introduction to the skills they need for a positive learning and career experience. Every generation is faced with learning how to manage technological advances. Information gained through participation in the *Technology Education* program can help students develop a holistic view of technology on which to base their educational and career decisions.

Roy Peters, Jr., Ed.D., State Director
Oklahoma Department of
Vocational and Technical Education

Lynn Hawkins, State Supervisor
Technology Education
Oklahoma Department of
Vocational and Technical Education

PREFACE

We believe that one of the most effective ways to improve education is through the development and implementation of a sound instructional materials system. Technology Education instructional materials represent a new design for CIMC which recognizes the importance of graphic materials in the learning process.

Technology Education instructional materials are designed for 6th through 10th grade students. The design of these materials is based on current research on how people read and gain information from documents. The design is called "New Look" and integrates both graphics and text into a balanced presentation which is easy to use and follow.

Technology Education provides the student a look at what the world will be like in the future based on technologies in use and being developed today. Throughout the Technology Education instructional materials, the students are introduced to "cutting-edge" technologies that they will use and encounter in a working environment later in life. This exposure gives them a wide range of experiences on which to base career decisions.

This publication is intended as a starting point, from which the teacher can innovate, localize, and personalize in order to prepare students for their future. The *Technology Education* series of Technology Learning Activities was written with the realization that we are creating the workforce of tomorrow by how and what we teach about technology today.

Ann Wolfe, Instructional Design Specialist
Curriculum and Instructional Materials Center
Oklahoma Department of
Vocational and Technical Education

ACKNOWLEDGEMENTS

The Curriculum and Instructional Materials Center (CIMC) extends its appreciation to those individuals who played important roles in the development of Technology Learning Activity materials.

Generous thanks is extended to Max Benningfield, a Technology Education teacher at Alva Middle School for the time, talent and knowledge he contributed in the writing of this Technology Learning Activity (TLA). Thanks is also extended to LaDonna Benningfield for the work she did on the design of the entrepreneurship logo used throughout this TLA.

Thanks is also extended to Lynn Hawkins, formerly a Technology Education teacherand currently State Supervisor, and Jim Harder, a Technology Education teacher at Mayfield Junior High School, for the time, talent and knowledge they contributed in determining the content of this Technology Learning Activity (TLA).

Thanks is also extended to the instructors who helped with the field testing of this TLA.

Frank Herrington
Woodward Junior High
Woodward, Oklahoma

Rocky Shepherd
Weatherford Middle School
Weatherford, Oklahoma

Kevin Terronez
Putnam City, Cooper Middle School
Oklahoma City, Oklahoma

We also thank the State Director, Dr. Roy Peters, Jr., and the Assistant State Director, Dr. Charles O. Hopkins, for their continued support throughout this project.

Oklahoma Department of Vocational and Technical Education Technology Education staff who provided leadership and direction on this project also deserve special recognition.

Lynn Hawkins
State Supervisor
Technology Education

Donovan Bowers
Assistant State Supervisor
Technology Education

Harold Holley
Assistant State Supervisor
Technology Education

Only through the close cooperation of the Curriculum and Instructional Materials Center staff was this curriculum developed. Sincere thanks are shared with the CIMC coordinators.

John Friedemann
CIMC Coordinator

Lynna Ausburn, Ph.D.
CIMC Development Coordinator

Special recognition and thanks are also extended to other individuals within the Oklahoma Department of Vocational and Technical Education (ODVTE) involved in the development and distribution process: Danny Darrow and Diane Ensign and their staffs at the ODVTE Print Shop; Bob Davis and staff artist Kathryn Moore for the cover design; Darrell Stiles and his staff in the ODVTE Warehouse for packaging and coordinating transportation and distribution of these materials; and Rose Primeaux and her staff in Word Processing.

Finally, a big thank you to all ODVTE team members who offer their support on a daily basis in "behind-the-scenes" ways but never seem to be recognized for their contributions: Suzanne Perry and Terri Thomson, CIMC secretaries; Shirley Hill and Beverly Mealer, Technology Education secretaries.

TECHNOLOGY EDUCATION OVERVIEW

About the Program

Because the American culture is distinctly characterized as technological, it becomes the function of our schools to give every student an insight into and an understanding of the technological nature of the culture. Technology Education strives to perform this function.

Technology Education in Oklahoma is an instructional program that provides young men and women (grades 6–10) with daily, hands-on exploratory experiences and insights into technology and career opportunities so that they can make meaningful occupational and educational choices. It is a program which can enhance the educational experience of all students, whether they are the valedictorian/honor-type student, the middle range/average student, or the student who has found little success in school, namely the at-risk student.

Technology Education acquaints all students with their technological environment so they can make rational decisions about their own lives on a day-to-day basis and participate in controlling their own destiny. The program directs students to related technological and industrial fields, enabling students to realize their full potential and make maximum use of their individual talents in fulfilling career goals in their selected areas of employment.

Technology education capitalizes on the individual's potential for reasoning and problem solving, for imagining and creating, and for constructing and expressing through the use of tools and materials related to technology. It develops content and experiences to contribute to the growth and development of students commensurate

with their potential. Thus, Technology Education is a basic and fundamental study for all persons in regard to career explorations and educational opportunities.

Opportunities to develop and apply leadership, social, civic, and technologically related skills are provided through the Technology Student Association (TSA). TSA is the appropriate vocational student organization identified as a teaching tool for teachers to use in assisting students to achieve identified course competencies. Competency-based activities are an integral part of the instructional program.

All Technology Education courses are taught in a one-period block of time (45–55 minutes), with each of the four Technology systems (communication, construction, manufacturing, and transportation, energy and power) being designed to provide a means through which other courses such as math, science, English, and social studies can be applied in a practical manner within a technology-based situation. Teaching across the curriculum is vital to the success of a Technology Education program.

TECHNOLOGY EDUCATION OVERVIEW

About the TLAs

The Technology Education series consists of 40 Technology Learning Activities (TLAs) for instruction and a supplemental activities book. Each TLA is divided into two parts: an instructor's guide and a student guide. The instructor's guide provides an overview of Technology Education, a summary of activities and supplies needed for students to complete the Technology Learning Activity, a supplies and materials worksheet for the instructor, an overview of the particular TLA, written exam answer sheets, and evaluation summary for the TLA.

Master copies of the evaluation summary sheets, pretest and posttest, and supplies and materials worksheets are provided with this instructors edition of the TLA. These sheets may be reproduced for classroom use.

All of the TLAs focus on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

TLAs are designed for use in more than one class period of instruction. Careful study of each TLA by the instructor will help her or him determine the following:

- Skills to demonstrate
- Supplies and equipment needed
- Amount of time needed for student practice

TECHNOLOGY EDUCATION OVERVIEW

- Workstation Bookshelf, Instructors Reference Materials, and a bibliography are provided for supplemental resources
- Supplementary materials, including print and non-print media to order
- Resource people to contact
- Facility modifications which may be necessary to administer the TLA

Each TLA is based on performance objectives. Performance objectives are specific, stating the performances necessary to meet the goal of the TLA.

The overall goal of the unit tells what the student should be able to do and what standard will be used to determine whether the student has achieved competency. The specific objectives outline the sequence of the competencies required to meet the TLA goal. The competencies may be either cognitive, requiring knowledge only, or psychomotor, requiring knowledge and skill.

TECHNOLOGY EDUCATION OVERVIEW

About Ordering TLAs

Additional TLAs in the Technology Education series may be ordered through the Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074-4364. Phone 1-800-522-5810.

NOTE: The 1100- and 1200-series numbers given on the next page are for ordering TLA Instructor's Editions; to order Student Editions, change the first two numbers to 31 (for 8-Day TLAs) or 32 (for 6-Week TLAs).

TECHNOLOGY EDUCATION OVERVIEW

TLA Title	Order No
8-DAY TLAs	
Aerospace and Flight	TE1117
Agricultural Education	TE1123
Audiovisual Programming	TE1131
CAD—Autocad Release 10	TE1114
Career Search	TE1104
Drafting	TE1134
Electricity—Principles and Applications	TE1105
Electronic Publishing	TE1135
Electronics (CES)	TE1106
Fluidics Technology	TE1116
Health Occupations	TE1124
Home Economics	TE1125
Introduction to VoTech	TE1122
Introduction to Animation	TE1132
Keyboarding and Computer Application	TE1115
Laser/Fiber Optics/Holography	TE1129
Lasers Technology	TE1103
Marketing Education	TE1126
Material Processes—Plastics	TE1133
NASA Aerospace—Spacelink	TE1111
Photography	TE1130
Problem Solving	TE1110
Research and Design	TE1101
Residential Construction	TE1121
Robotics—Control Technology	TE1112
Robotics—ProArm	TE1113
Safety (Design Briefs)	TE1107
Structural Engineering	TE1102
Synergetic Technology	TE1120
Technical Report Writing	TE1118
Technology Challenge	TE1109
Thermal Screen Printing	TE1119
Trade and Industrial Education	TE1127
TSA Leadership	TE1108
Vocational Business	TE1128
6-WEEK TLAs	
Animator	TE1203
CAD/Board Drafting	TE1201
Control Technology	TE1202
Electronics/Electricity/Robotics	TE1204
Electronic Publisher	TE1205

Corrections and Suggestions

CIMC wants to provide Technology Education instructors and students materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications or have suggestions for improving their usefulness, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum Development Coordinator
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

USING THIS PUBLICATION

INSTRUCTOR'S SECTION

Background Information

The background information component provides instructors with basic information about the subject of the TLA. Instructors are encouraged to use suggested resources for additional information on the specific technology used in each TLA.

Priority Academic Student Skills

There are 14 Priority Academic Student Skills for the Technology Education series. Not every TLA fulfills all 14 Priority Academic Student Skills, so outcomes specific to each TLA are listed in the Instructors Section and in the Students Section. The 14 Priority Academic Student Skills for the Technology Education series are:

- The student will know and appreciate the importance of technology and technological literacy.
- The student will explore career opportunities so they can make meaningful occupational choices.
- The student will explore future educational opportunities so they can make meaningful educational choices.
- The student will apply problem solving and critical thinking techniques.
- The student will apply math, science, reading, and other school subjects in a practical situation.
- The student will develop keyboarding and computer literacy skills.
- The student will develop basic skills in the safe and proper use of tools, machines, materials, processes, and technical concepts.

USING THIS PUBLICATION

INSTRUCTOR'S SECTION

- The student will think logically and sequentially.
- The student will develop leadership, creative abilities, positive self-concepts, and individual potential in a technological society.
- The student will develop an understanding and the ability to adapt to those technological forces that influence life in the 21st Century.
- The student will develop an understanding of economic development.
- The student will communicate by making clear and relevant points through the development of mental process skills.
- The student will apply design, imagination, and creative abilities.
- The student will explore the organization and management systems of business and industry.

USING THIS PUBLICATION

INSTRUCTOR'S SECTION

Suggested Activities

The suggested activities component is to assist during the preparation stage of the teaching/learning process. The activities provide suggestions for preparation and evaluation during the instructional process. The instructor should read the suggested activities before assigning the TLAs to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resource persons. Duties of the instructor will vary according to the particular TLA.

Suggested Resources

Suggested resources, include people, as well as print and non-print media that may be used with the TLA. References used during the development of each TLA are also provided. The instructor can use suggested resources and TLA references to supplement her or his knowledge of the subject to help students with particular interests or objectives in the area covered. Please note that suggested resources and references listed in this publication existed when this publication was written. CIMC assumes no responsibility for providing these materials and cannot ensure the availability of these materials as individual vendors, manufacturers, and publishers may discontinue these products at any time.

USING THIS PUBLICATION	INSTRUCTOR'S SECTION
Instructional Sequence	This component provides instructors with daily lesson plans for the TLA. Included in the instructional sequence component are suggested daily assignments and equipment, tools, and supplies that will be needed for each student. A column for facility requirements or modifications is provided for each instructor. This component is provided as a guide to plan for and monitor students' progress through the TLA.
Equipment, Tools, and Supplies: Summary Worksheet	This component is provided as a planning tool for instructors. It provides instructors with a list of the necessary equipment, tools and supplies to support student activities and provides specific information for budgeting purposes.
Pretest and Posttest	These components provide criterion-referenced evaluation of the objectives listed in each TLA. If objectives or activities have been added, deleted, or modified, appropriate changes should be made on the tests.
Test Answers	This component is provided to assist instructors in evaluating student performance on written tests.
Evaluation Summary	This component is provided to assist instructors in summarizing the performance of each student on an individual basis. The evaluation summary forms are also provided as photocopy masters for the instructors use.

USING THIS PUBLICATION	STUDENT'S SECTION
Introduction	Daily activities are the step-by-step procedures students will follow to complete the learning experience. Each TLA is organized by daily tasks and activities. Students are able to pace their progress through the TLA by referring to the activities for the day. Within the daily activity pages are components common to all TLAs.
Summary of Activities	A Summary of Activities page begins each day of the TLA. This page provides several important pieces of information for both the student and instructor. 1. In the left column this page provides the student with a list of activities to be accomplished that day. 2. In the right column the major Academic and Workplace Application which applies to that day's activities is graphically indicated with a standard icon. 3. Below the icon is a list of specific skills reinforced during that day's activities.
Pretest Instructions	The students are required to take a Pretest as one of the first day's activities. The instructions for the Pretest are given in this section.

USING THIS PUBLICATION	STUDENT'S SECTION
Assignments to Turn In	Day One includes a list of all assignments the students are expected to turn in during or at completion of the TLA. This list includes all tests, activities, and products covered in the TLA.
Goal	On Day One, following the assignments checklist, is a concise statement of the overall goal of the TLA. This statement summarizes the purpose for completing the TLA and encourages the student to think about the broader implications of the learning experience.
Words You Should Know	The first day's activities includes a glossary of unfamiliar technical terms used in the TLA. Often these terms are necessary for the student in order to accurately follow instructions in the activity procedures. The students should be encouraged to review this glossary and refer to it often during the course of the TLA.
Priority Academic Student Skills Reinforced by this TLA	As stated in the guide to the Instructors Section, there are 14 identified Priority Academic Student Skills associated with the Technology Education series. This section of Day One activities lists the Priority Academic Student Skills that specifically apply to the TLA. A student who reviews this list will gain a better understanding of the scope of experiences and skills to be gained from the TLA.

USING THIS PUBLICATION	STUDENT'S SECTION
Objectives	Each TLA is made up of a set of measurable objectives. In this section on Day One, students are given a list of all the objectives addressed in the TLA. This list can serve to introduce students to the "flow" of the TLA as they build introductory skills in a technology.
Related TSA Competitive Event(s)	Each TLA may be used by students to begin work toward completion of a Technology Student Association competitive event. Some TLAs are tied to a specific TSA event; other TLAs may be used with several events. This Day One section gives the student and instructor a list of appropriate TSA events which the TLA may support. TSA competitive events promote leadership development, and an understanding that winning isn't everything but involvement is. Events are staged at Local, Regional, State, and National levels through which the student may progress.
Academic and Workplace Applications	The curricular content and activities found in this Technology Learning Activity help students apply academic and workplace competencies. These competencies include: Reading Skills, Writing Skills, Mathematics Skills, Science Skills, Oral Communications Skills, Interpersonal or Relating Skills, Creative Thinking and Problem Solving Skills, Employability Skills, and Social Studies Skills.

USING THIS PUBLICATION

STUDENT'S SECTION

Preparing students to enter successfully into today's world . . .

Preparing students to enter successfully into today's world of work offers vocational education a substantial challenge. The contemporary workplace is characterized by constant and rapid technological change and by increasing job complexity and skill intensity. Due to rapid technological advancement, the half-life of work skills is now reduced to a bare three to five years. Out of this new workplace environment has arisen a growing national awareness of the critical importance of an American workforce armed with the skills necessary to survive in a competitive economy.

. . . emergence of a renewed emphasis on basic academic skills . . .

One result of this national awareness has been the emergence of a renewed emphasis on basic academic skills in all areas of education. Pressure to increase academic skill development is being placed on education by both legislative action and industry mandate. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 sets stringent academic and workplace skill requirements for vocational education. State legislatures are increasingly requiring basic skills accountability by teachers and school administrators.

. . . expected learner outcomes are being implemented with increasing frequency.

Graduation exams, minimum competency requirements, and expected learner outcomes are being implemented with increasing frequency. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in academic and workplace skills.

The issue of the basic skills currently required in the work place was very successfully

USING THIS PUBLICATION

STUDENT'S SECTION

The issue of basic skills . . . was successfully addressed in a national three-year study . . .

addressed in a national three-year study conducted jointly by the American Society of Training and Development (ASTD) and the U.S. Department of Labor (DOL). The findings of this study were published in 1990 in the book, Workplace Basics: The Essential Skills Employers Want.

. . . research indicates clearly that American employers . . . need a variety of skills . . .

The ASTD/DOL research indicates clearly that American employers have discovered that their workforces need a variety of skills that include, but are not limited to, the classic academic trio of reading, writing, and computation. Employers now are also looking for competence in areas such as "learning to learn," problem solving and critical thinking, interpersonal and teamwork skills, oral communication and listening techniques, and the social and personal management skills that demonstrate a capacity for independence and responsibility in on-the-job performance.

. . . business and industry have expanded and redefined "workplace basics."

It is clear that the requirements of today's business and industry have expanded and re-defined "workplace basics." It is in line with this re-definition, and with the competency requirements of current education legislation, that the Oklahoma Department of Vocational and Technical Education has chosen to address "basic skills" in the instructional materials produced by its Curriculum and Instructional Materials Center.

USING THIS PUBLICATION

CIMC materials contain information and activities which develop academic and workplace application competencies . . .

To assist teachers and students in identifying activities which promote academic and workplace skills . . .

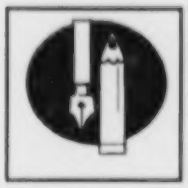
STUDENT'S SECTION

It is not a new development for CIMC materials to contain information and activities which develop academic and workplace application competencies in students undertaking vocational programs. What is new is the specific marking, or flagging, of items in our instructional materials that address academic and workplace application skills.

To assist teachers and students in identifying activities which promote academic and workplace skills development, CIMC has implemented a marking system which uses simple graphic symbols, or icons. These icons are located in the right margins of Activity Sheets. The following is an explanation of the icons and the kinds of academic and workplace application activities they indicate.

USING THIS PUBLICATION

READING SKILLS: Skills involving use of print resource material for obtaining and applying information.



WRITING SKILLS: Skills involving written communication of processes, information, or ideas.

MATHEMATICS SKILLS: Skills involving computation, calculation, and interpretation of numerical data.

STUDENT'S SECTION

Current vocational education literature indicates that functional literacy as a workplace basic needs to be defined in terms of reading competencies actually required for job performance. The activities identified with this icon as addressing reading skills in CIMC materials deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials. Many contain a "learning to learn" aspect, which promotes engaging actively and purposefully in vocationally relevant enquiry.

Tasks identified with this icon promote development of skills in written communications. As with reading skills, the writing skills emphasized in CIMC materials have a vocational context. They include filling out forms, keeping work activity records, writing simple memos and letters, generating more complex reports and articles, and written expression of ideas and concepts related to vocational performance or exploration.

This icon identifies activities which develop vocationally-related skills in computation, measurement and estimation, selection and application of appropriate mathematical processes, and collecting, displaying, or interpreting data.

USING THIS PUBLICATION

SCIENCE SKILLS: Skills involving mastery and application of scientific information or theory.

ORAL COMMUNICATION SKILLS: Skills involving speaking and listening.

INTERPERSONAL OR RELATING SKILLS: Skills involving working and getting along with others.

STUDENT'S SECTION

This icon marks activities which are related to the development of skills in either the physical or biological sciences. These skills stress occupationally-related applications of science and technology.

Activities marked with this icon promote development of effective speaking and listening. They include practice in such areas as speaking techniques, word choice, non-verbal messages, use of communication media, and using active listening techniques. Many of these activities promote "learning to learn" skills in verbal enquiry.

Activities which deal directly with skills in relating to others are marked with this icon. This includes areas such as multi-cultural awareness, group processes and dynamics, negotiation, dealing with conflict, cooperation and teamwork, values and attitudes, and leadership and motivation.

USING THIS PUBLICATION

CREATIVE THINKING AND PROBLEM SOLVING SKILLS: Skills involving comprehending, applying, analyzing, and developing complex ideas and situations.

EMPLOY-ABILITY SKILLS: Skills involving choosing, obtaining, and succeeding in a career.

SOCIAL STUDIES SKILLS: Skills involving investigation and application of social concepts.

STUDENT'S SECTION

This icon identifies activities which stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives, developing solutions, examining assumptions, and evaluating outcomes.

Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks. They also include items such as career analysis and selection, job searching, completing applications and resumes, interviewing, and business etiquette and personal management skills required for job-keeping and maturing in one's work. Examples of the latter category include personal presentation, self-discipline, work accuracy, reliability, discretion, punctuality, stress handling, judgement, confidence, etc.

This icon marks activities which stress competencies in fields relating to human society and its distribution and relationships. This includes areas such as history, geography, government and politics, economics, psychology, sociology, demographics, current events, cross-cultural studies, consumer issues, environmental issues, and ethical concerns in science and technology.

USING THIS PUBLICATION

Impact Statements

STUDENT'S SECTION

There are five areas of human culture for which each TLA has an impact. These impact statements appear during Day Eight, after the student has gained some familiarity with the technology.

1. **ENVIRONMENTAL IMPACT:** A statement introducing the student to the impact of the technology on the environment.
2. **SOCIAL/CULTURAL IMPACT:** A statement concerning the impact of the technology on society and culture.
3. **ECONOMIC IMPACT:** A statement concerning the impact of the technology on the economy.
4. **POLITICAL IMPACT:** A statement concerning the impact of the technology on politics, laws, and regulations, and the impact of politics on the development of the technology.
5. **ERGONOMIC IMPACT:** A statement concerning the ergonomic implications of the technology. Ergonomics is the study of developing products and systems that meet peoples' needs.

Impact Statements offer the student the opportunity to see beyond the activities in the Technology Learning Lab and glimpse the real-world applications of the technology.

USING THIS PUBLICATION	STUDENT'S SECTION
Career Search	Also on Day Eight, the students are given the assignment of investigating several career opportunities related to the technology of the TLA. The investigation is done with Career Search Abstracts. A list of up to five careers related to the TLA is given, followed by pages from Career Search Abstracts that detail the career qualifications and work environment. The student is required to choose two of the five related careers, read the appropriate abstracts, then write a short essay about why those careers may be appealing.
Posttest Instructions	The students are required to take a Posttest as one of the last day's activities. The instructions for the Posttest are given in this section. The score for the Posttest may be compared to the score for the Pretest to help determine the student's gain during the TLA.
Skunk Works	Skunk Works, a Day Eight optional activity, includes instructions that could be used for solving problems or reinforcing the enrichment of learning. The term Skunk Works was coined by engineers at 3M Corporation in the mid-1960s. Some engineers wanted to develop a new product, but company management would not give them the time or money to work on the project. So the engineers "borrowed" time and money from approved projects to work on their "Skunk Works." When they finished developing the product, they presented it to management and it has been a 3M product ever since. The product: Velcro fasteners.

HAZARD ALERT MESSAGES

The Daily Activities include hazard alert information specific to the Activity. These messages should be discussed carefully and thoroughly. The Hazard Alert Message system used in the TLA is based on the American National Standards Institute (ANSI) Standard Z535, which provides for five levels of alert.

Students are introduced to the ANSI Hazard Alert Message system as an activity in the Laboratory Safety for Construction Technology TLA (TE1107/TE3107). This system was adopted by ANSI as the standard in 1990 and will be the hazard alert system in use when students reach the workplace.

Hazard Alert Messages in the TLA are indicated both by the color red and graphically. There are three types of hazard alert graphics used in the TLA: the hazard alert symbol, injury hazard graphics, and avoidance graphics.

This Hazard Alert Symbol is used with the words **DANGER, WARNING,** and **CAUTION.** ANSI defines these words as:

DANGER indicates an imminently hazardous situation which, if not avoided, will result in death or serious injury.

WARNING indicates a potentially hazardous situation which, if not avoided, could result in death or serious injury.

CAUTION indicates a hazardous situation which, if not avoided, may result in minor or moderate injury.

USING THIS PUBLICATION

HAZARD ALERT MESSAGES

There are two types of graphics used in conjunction with the hazard alert symbol. This type of graphic depicts a specific injury that may be expected if the hazard described in the alert is not avoided.

This second type of graphic is called an avoidance graphic. It depicts an action the student should take in order to avoid injury.

There are two other ANSI words used in the TLAs and the students should understand their meanings:

NOTICE indicates an action that could result in damage to property or equipment.

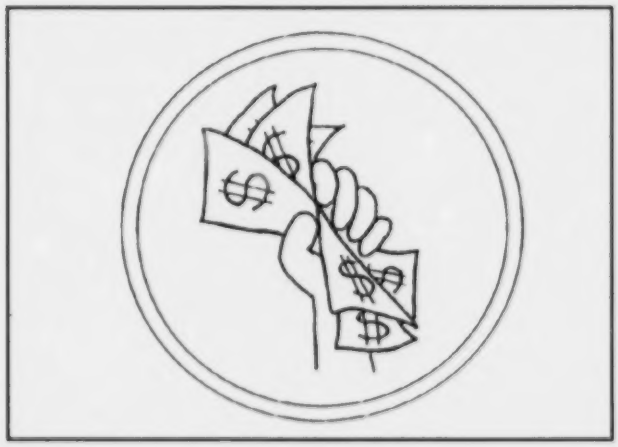
IMPORTANT indicates an instruction that can help the student do a better job.

TECHNOLOGY EDUCATION

ENTREPRENEURSHIP

TE1126/TE3126

INSTRUCTOR'S SECTION



BACKGROUND INFORMATION

Most students have been involved in babysitting, mowing lawns, or some other form of money-making activity. Also most students would like to have their own bank account and money to spend for things they want. Students taking this TLA will learn the basic steps of starting up a business, and develop skills in money and time management. Along with the computer program are 101 money making opportunities listed to help the student to get started. The student will print their own Kids Business Start-Up Manual from the software. The 60 page manual will be kept by the student at the end of the 8 days.

☑ **NOTE:** Since it is necessary for the students to print a Start-up manual, a printer needs to be dedicated to this TLA's workstation. If that is impossible, you might want to print one copy of the Start-up manual and make copies for the students instead of having each student print one.

INSTRUCTOR'S SECTION

PRIORITY ACADEMIC STUDENT SKILLS

- The student will know and appreciate the importance of technology and technological literacy.
- The student will explore career opportunities so he or she can make meaningful occupational choices.
- The student will explore future educational opportunities so he or she can make meaningful educational choices.
- The student will apply problem solving and critical thinking techniques.
- The student will apply math, science, reading, and other school subjects in a practical situation.
- The student will develop basic skills in the safe and proper use of tools, machines, materials, processes, and technical concepts.
- The student will think logically and sequentially.
- The student will develop leadership, creative abilities, positive self-concepts, and individual potential in a technological society.
- The student will develop an understanding of economic development.
- The student will apply design, imagination, and creative abilities.
- The student will explore the organization and management systems of business and industry.

INSTRUCTOR'S SECTION

SUGGESTED ACTIVITIES

- ✓ Obtain materials to supplement TLA. See Suggested Resources for materials to supplement this module.
- ✓ Review instructional outline for this TLA. Modify time frames to suit class needs and plan activities for each class period.
- ✓ Study the specific objectives to determine those you will cover in your presentation. Decide which objectives to teach to which students.
- ✓ Determine scope and sequence of objectives that you add to the TLA. Design and develop support materials, including evaluation techniques, for additional objectives.
- ✓ Determine how you will schedule time for students to demonstrate competence in the required procedures.
- ✓ Make arrangements for guest speakers. Supply speakers with specific objectives and other appropriate sections of this TLA.
- ✓ Some printers may cause the paging of the Start-up manual to be different from the printer used when writing this TLA. To ensure that the directions and page references match the printer your students will be using, work through the activities for Days 1–7. Be sure to use the printer your students will be using. If there are discrepancies between the Start-up manual you print and the page references in this TLA, point them out to the students

INSTRUCTOR'S SECTION

PREPARATION

SUGGESTED ACTIVITIES

- ✓ Since it is necessary for the students to print a Start-up manual, a printer needs to be dedicated to this TLA's workstation. If that is impossible, you might want to print one copy of the Start-up manual and make copies for the students instead of having each student print one.
- ✓ If the students have difficulty with the Skunk Works activity, help them identify local entrepreneurs or suggest national entrepreneurs for them to work with. If possible, use local people because these people may be able to be interviewed. The list of questions below could be used with students having trouble thinking of possible questions.
  - Why did you start the business?
  - What is your educational background?
  - Did you have a role model?
  - What was your biggest challenge and how did you overcome it?
  - What characteristics and skills are important to an enterpreneur?
  - Would you do anything differently? Why?
  - How did you name your business?
  - How long have you been in business?
  - What contribution does your business make to the community?

INSTRUCTOR'S SECTION

PREPARATION

SUGGESTED RESOURCES

Books

Drew, Bonnie and Noel Drew. *Fast Cash for Kids.* The Career Press, 180 Fifth Avenue, P.O. Box 34, Hawthorne, NJ 07507, (1-800-CAREER 1). 1991.

PACE (Program for Acquiring Competence in Entrepreneurship), 3rd ed., Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, (614-292-4353, fax 614-292-1260. 1994.

INSTRUCTOR'S SECTION

WORKSTATION BOOKSHELF

INSTRUCTOR'S REFERENCE MATERIALS

Drew, Bonnie and Noel Drew. *Fast Cash for Kids.* The Career Press, 180 Fifth Avenue, P.O. Box 34, Hawthorne, NJ 07507, (1-800-CAREER 1). 1991.

PACE (Program for Acquiring Competence in Entrepreneurship), 3rd ed., Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, (614-292-4353, fax 614-292-1260. 1994.

Perry, Robert L. *Guide to Self-employment.* Franklin Watts, 387 Park Ave South, New York, NY 10016..

Wilkinson, Elizabeth. *Making Cents: Every Kid's Guide to Money.Little, Brown & Co.,* 200 West St., Waltham, MA 02254.

Instructional Sequence	Technology Education: Entrepreneurship		
	Assignments	**Equipment, Tools, and Supplies**	**Facilities, Requirements/ Modifications**
Day 1	Take Pretest. Read and study the Assignment Checklist, Words You Should Know, Priority Academic Student Skills, TSA Competitive Events, and Academic and Workplace Skills. Complete Objective 1: Use the computer software *Kids Business* to complete the "How to Use This Program" section.	Computer Score Sheet/card or notebook paper for Pretest	
Day 2	Complete Objective 2: Use the computer software *Kids Business* to print the following sections: • "Starting Your Business" • "Getting Customers" • "Handling Your Money" • "Selecting a Project" Complete Objective 3: Read the assigned parts of the book *Fast Cash for Kids*.	Computer with *Kids Business* software and printer Three-ring binder and hole punch *Fast Cash for Kids* book	
Day 3	Complete Objective 4: Use the computer software *Kids Business* to print forms. Complete Objective 5: Complete the "How To Invent a Business" section of the Start-up manual.	Computer with *Kids Business* software and printer Three-ring binder and hole punch *Fast Cash for Kids* book	

Instructional Sequence	Technology Education: Entrepreneurship		
	Assignments	**Equipment, Tools, and Supplies**	**Facilities, Requirements/ Modifications**
Day 4	Complete Objective 6: Complete the "How To Get Customers" section of the Start up manual. Complete Objective 7: Make a flyer to advertise your business. Complete Objective 8: Write a speech to say to a door to door customer.	Computer with *Kids Business* software and printer Three ring binder and hole punch Typing and notebook paper 3" by 5" cards Colored markers *Fast Cash for Kids* book	
Days 5–6	Complete Objective 9: Complete the "Handling Your Business" section of the Start up manual.	Computer with *Kids Business* software and printer Three ring binder and hole punch 2 shoeboxes or legal size envelops 3" by 5" cards *Fast Cash for Kids* book	
Day 7	Complete Objective 10: Complete the unfinished pages of the Start up manual Complete the unfinished pages of the Start up manual. Complete Objective 11: Use the computer software *Kids Business* to make a business card. Complete Objective 12: Use the computer software *Kids Business* to make a list of customers. Complete Objective 13: Use the computer software *Kids Business* to read the "Questions and Answers."	Computer with *Kids Business* software and printer Three ring binder and hole punch *Fast Cash for Kids* book	

LESSON PLAN

INSTRUCTOR'S SECTION

Instructional Sequence	Technology Education: Entrepreneurship		
	Assignments	**Equipment, Tools, and Supplies**	**Facilities, Requirements/ Modifications**
Day 8	Complete any incomplete assignments Read and study Impact Statements Complete Career Search activities Take Posttest and Spelling Test Hand in assignments	Notebook Paper Computer Score Sheet card or notebook paper for Pretest	
Skunk Works			

Equipment, Tools, and Supplies: Summary Worksheet

Equipment, Tools, and Supplies	Per Student	Per Period	Total Needed	Special Considerations	Cost Per Student	Cost Per Period	Total Needed	Special Considerations
Computer score card/sheet or notebook paper	1							
Computer loaded with *Kids Business* software and printer		1						
Three-ring binder	1							
Hole punch		1						
Fast Cash for Kids		1						
3" by 5" cards	several							
Colored markers		1 set of several colors						
Typing and notebook paper	Several sheets of each							
Shoe boxes or legal-sized envelops	2							

PRETEST

1. The best project for you to choose for a business is:
   a. The one that makes the most money
   b. The one that you like doing best
   c. The one my friends think is cool
2. What is an entrepreneur?
   a. A side dish at a French restaurant
   b. A person who interprets foreign languages
   c. Someone who invents a business
3. In business terms, marketing means to:
   a. Tell people about your business and get them to buy.
   b. Play the stock market
   c. Go to the market to buy groceries
   d. All of the above
4. The "Basic Three" tools of advertising listed in your Start-up manual are:
   a. TV, radio, and newspapers
   b. Bulletin-boards, front doors, and malls
   c. Signs, flyers, and cards
5. Lots of kids do things to make money, but when does it become a business?
   a. When you get old enough
   b. When you manage it like one
   c. When you put a sign in your yard

INSTRUCTOR'S SECTION

PART 1

PRETEST

INSTRUCTOR'S SECTION

PART 2

6. The only way to know if your business is doing well or not is to:
   a. Carefully remember each transaction
   b. Develop a good record-keeping system
   c. Ask your parents
7. Marketing your product or service, may include:
   a. What you say (salesmanship)
   b. Advertising (signs, cards, flyers)
   c. Attention getters (freebies, coupons, etc.)
   d. All of the above
8. When you subtract your expenses from your income, the result is:
   a. Profit
   b. Expenditures
   c. Budget
9. How many hours is enough for you to spend per week on your business, during the school year?
   a. 1 or 2 hours
   b. 10 to 15 hours
   c. 30 to 40 hours
10. A person who buys a product or service from a business is the:
   a. Employer
   b. Consumer
   c. Customer

POSTTEST

11. The best project for you to choose for a business is:
    a. The one that makes the most money
    b. The one that you like doing best
    c. The one my friends think is cool
12. What is an entrepreneur?
    a. A side dish at a French restaurant
    b. A person who interprets foreign languages
    c. Someone who invents a business
13. In business terms, marketing means to:
    a. Tell people about your business and get them to buy.
    b. Play the stock market
    c. Go to the market to buy groceries
    d. All of the above
14. The "Basic Three" tools of advertising listed in your Start-up manual are:
    a. TV, radio, and newspapers
    b. Bulletin-boards, front doors, and malls
    c. Signs, flyers, and cards
15. Lots of kids do things to make money, but when does it become a business?
    a. When you get old enough
    b. When you manage it like one
    c. When you put a sign in your yard

INSTRUCTOR'S SECTION

PART 1

POSTTEST

16. The only way to know if your business is doing well or not is to:
    a. Carefully remember each transaction
    b. Develop a good record-keeping system
    c. Ask your parents
17. Marketing your product or service, may include:
    a. What you say (salesmanship)
    b. Advertising (signs, cards, flyers)
    c. Attention getters (freebies, coupons, etc.)
    d. All of the above
18. When you subtract your expenses from your income, the result is:
    a. Profit
    b. Expenditures
    c. Budget
19. How many hours is enough for you to spend per week on your business, during the school year?
    a. 1 or 2 hours
    b. 10 to 15 hours
    c. 30 to 40 hours
20. A person who buys a product or service from a business is the:
    a. Employer
    b. Consumer
    c. Customer

INSTRUCTOR'S SECTION

PART 2

POSTTEST

21. bisness
22. budget
23. gole
24. carreer
25. markiting
26. expense
27. profit
28. entrepreneurship
29. agreemint
30. networking

INSTRUCTOR'S SECTION

SPELLING TEST

TEST ANSWERS

1. b
2. c
3. a
4. c
5. b
6. b
7. d
8. a
9. b
10. c

11. b
12. c
13. a
14. c
15. b
16. b
17. d
18. a
19. b
20. c

21. b
22. a
23. b
24. b
25. b
26. a
27. a
28. a
29. b
30. a

INSTRUCTOR'S SECTION

PRETEST ANSWERS

POSTTEST ANSWERS

SPELLING TEST ANSWERS

EVALUATION SUMMARY

5 POINTS EACH

Pretest _____

Career Search _____

Objective 1: Use the computer software *Kids Business* to complete the "How to Use This Program" section. _____

Objective 2: Use the computer software *Kids Business* to print the following sections:
- "Starting Your Business"
- "Getting Customers"
- "Handling Your Money"
- "Selecting a Project" _____

Objective 3: Read the assigned parts of the book *Fast Cash for Kids*. _____

Objective 4: Use the computer software *Kids Business* to print forms. _____

Objective 10: Complete the unfinished pages of the Start-up manual. _____

Objective 11: Use the computer software *Kids Business* to make a business card. _____

Objective 12: Use the computer software *Kids Business* to make a list of customers. _____

Objective 13: Use the computer software *Kids Business* to read the "Questions and Answers." _____

INSTRUCTOR'S SECTION

1. **PROCESS EVALUATION**

EVALUATION SUMMARY

10 POINTS EACH

Objective 5: Complete the "How To Invent a Business" section of the Start-up manual. _____

Objective 6: Complete the "How To Get Customers" section of the Start-up manual. _____

Objective 7: Make a flyer to advertise your business. _____

Objective 8: Write a speech to say to a door-to-door customer. _____

Objective 9: Complete the "Handling Your Business" section of the Start-up manual. _____

INSTRUCTOR'S SECTION

1. **PROCESS EVALUATION**

(Continued)

1. PROCESS EVALUATION SCORE _____

EVALUATION SUMMARY

The instructor is encouraged to individualize the TLA to address the specific needs of each student, considering age and ability level. In addition to the specific areas on the chart below, the instructor should take into account the student's desire, enthusiasm, etc.

Evaluation based upon = 100 possible points, broken down as follows.

EVALUATION RATING TABLE

Student Name: _____

Criteria	Points Possible	Points Earned
Flyer	15	____
Speech	15	____
Start-up Manual	55	____
Essay	15	____

INSTRUCTOR'S SECTION

2. PRODUCT EVALUATION

2. PRODUCT EVALUATION SCORE _____

EVALUATION SUMMARY

Posttest Score _____

EVALUATION WORKSHEET

1. Process evaluation score = _____
2. Product evaluation score = _____
3. Written evaluation score = _____
4. Total score = _____

Divide Total Score by 3 to get TLA score.

INSTRUCTOR'S SECTION

3. WRITTEN EVALUATION

WRITTEN EVALUATION SCORE _____

Total Score for TLA =1+2+3

Total Score for TLA divided by 3 equals the TLA score.

TLA SCORE _____

BIBLIOGRAPHY

Drew, Bonnie and Noel Drew. *Fast Cash for Kids*. The Career Press, 180 Fifth Avenue, P.O. Box 34, Hawthorne, NJ 07507, (1-800-CAREER 1). 1991.

PACE (Program for Acquiring Competence in Entrepreneurship), 3rd ed., Center on Education and Training for Employment, College of Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090, (614-292-4353, fax 614-292-1260. 1994.

Perry, Robert L. *Guide to Self-employment*. Franklin Watts, 387 Park Ave South, New York, NY 10016..

Wilkinson, Elizabeth. *Making Cents: Every Kid's Guide to Money*.Little, Brown & Co., 200 West St., Waltham, MA 02254.

INSTRUCTOR'S SECTION

TECHNOLOGY EDUCATION

TECHNOLOGY LEARNING ACTIVITY

TE3126

ENTREPRENEURSHIP

Suggested Time: 8 Days

Developed by the
Curriculum and Instructional Materials Center
for the Technology Education Division
Oklahoma Department of Vocational and Technical Education

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TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 1 ACTIVITIES

On Day 1 you should complete the following activities:

1. Complete Pretest
2. Read Assignments to Turn In (items to completed in 8 days)
3. Read Goal
4. Read Words You Should Know
5. Read Priority Academic Student Skills
6. Read Objectives
7. Read Related TSA Competitive Events
8. Read Academic and Workplace Applications
9. Read Information Sheet
10. Complete Objective 1

SUMMARY OF ACTIVITIES

Functional Reading Skills:

- Use content area vocabulary
- Follow written instructions

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

PRETEST

INSTRUCTIONS

You will need a computer scan sheet or card to record your answers to the following Pretest. Be sure to write your name, the title of the TLA, the date, and the class period on the computer scan sheet or card using a #2 pencil. Use rows 1–10 to record the answers to the Pretest. If your answers will be hand-scored, use a blank sheet of paper to record your answers and number your answers 1–10.

Get Pretest Questions from your instructor.

When you finish the Pretest, return the test form and the computer scan card or notebook paper to your instructor.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

ASSIGNMENTS TO TURN IN

At the end of 8 days, you should give the following items to your instructor for evaluation:

1. Computer score card/sheet, with answers to:
   a) Pretest
   b) Posttest (including spelling test)
2. Flyer advertising for customers
3. Speech to say to door-to-door customers
4. Start-up manual created with the material printed from the software *Kids Business* (This material will be returned to you.)
5. Career Search Activity
   a) Two careers identified
   b) Explanation of why those occupations appealed to you

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

The Entrepreneurship TLA will introduce you to the basics of owning and running your own business. You will learn how to invent a business, get customers, run your business, and figure a profit and loss statement. You will also learn how to market and advertise your business and its products.

DAY 1 ACTIVITIES

GOAL

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 1 ACTIVITIES

WORDS YOU SHOULD KNOW

action steps — plans and activities for the purpose of reaching a definite result or goal

advertise — announce publicly or tell about, usually using commercials, signs, flyers, and ads

agreement — a fixing of the terms of a business deal so that everyone understands

balancing the budget — making sure the amount to be spent does not add up to more than the income

budget — a careful plan for spending money that you earn or receive

business — activities of selling a product or service in order to make a profit

business plan — written description of a business idea and of the steps it will take to organize and run the business properly

career — a person's life work or profession; the way one earns a living

entrepreneur — a person who organizes and manages a business undertaking; an inventor of a business

expense — money spent or needed for carrying out a job or running a business

fair wage — a salary or wage that is right and normal for the job or task

goal — a target to aim for; a desired result; a purpose or dream

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

WORDS YOU SHOULD KNOW

guarantee — a written promise of quality; a promise that something will happen

income —the money you get as wages; the money you make in a business

interest — money paid for the use of money; the money the bank pays you for keeping money in a savings account

invest — to spend money or time in order to profit

manage — to have charge of; control; guide

marketing — everything you do to tell about your business to get customers to buy your service or product

networking — friends helping friends find and make business contacts

opportunity — time or occasion that is right for doing something; something that has a good chance for success

plan — a list of actions or steps you intend to take in order to reach a goal

profit — the amount of money gained in a business after the expenses are paid

profit and loss statement — a summary of income and expenses that shows how much profit or loss was made by a business for a certain period of time

purchase order — form used in business to record purchases

receipt — a written statement that something has been received or purchased

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

reputation — what people hear about or think about you or your business; reputations may be good or bad

self-employed — working for yourself; earning income from your own business

slogan — phrase or motto used by a business to describe the product or service in a favorable, rememberable way

target customers — specific people to sell to; people who are identified as the most likely to need or want the product or service you have to offer

to-do list — detailed list of everything you need to do for a certain period of time or for a certain project

update — bring in line with the newest information

young entrepreneur — person under the age of twenty-one who owns and operates a business; usually it is a part-time business

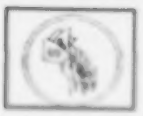
DAY 1
ACTIVITIES

WORDS YOU SHOULD KNOW

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

- You will know and appreciate the importance of technology and technological literacy.
- You will explore career opportunities so you can make meaningful occupational choices.
- You will explore future educational opportunities so you can make meaningful educational choices.
- You will apply problem solving and critical thinking techniques.
- You will apply math, science, reading, and other school subjects in a practical situation.
- You will develop basic skills in the safe and proper use of tools, machines, materials, processes, and technical concepts.
- You will think logically and sequentially.
- You will develop leadership, creative abilities, positive self-concepts, and individual potential in a technological society.
- You will develop an understanding of economic development.
- You will apply design, imagination, and creative abilities.
- You will explore the organization and management systems of business and industry.

DAY 1 ACTIVITIES



PRIORITY ACADEMIC STUDENT SKILLS

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

OBJECTIVES

At the completion of this Technology Learning Activity, the you should be able to:

1. Use the computer software *Kids Business* to complete the "How to Use This Program" section.
2. Use the computer software *Kids Business* to print the following sections:
   - "Starting Your Business"
   - "Getting Customers"
   - "Handling Your Money"
   - "Selecting a Project"
3. Read the assigned parts of the book *Fast Cash for Kids*.
4. Use the computer software *Kids Business* to print forms.
5. Complete the "How To Invent a Business" section of the Start-up manual.
6. Complete the "How To Get Customers" section of the Start-up manual.
7. Make a flyer to advertise your business.
8. Write a speech to say to a door-to-door customer.
9. Complete the "Handling Your Business" section of the Start-up manual.

—continued—

10. Complete the unfinished pages of the Start-up manual.
11. Use the computer software *Kids Business* to make a business card.
12. Use the computer software *Kids Business* to make a list of customers.
13. Use the computer software *Kids Business* to read the "Questions and Answers."

DAY 1
ACTIVITIES

OBJECTIVES

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

RELATED TSA COMPETITIVE EVENTS

The following TLA Competitive Events apply to your study of Electronic Publishing.

- Leadership; Chapter Team
- Extemporaneous Speech
- Prepared Speech
- Research Paper
- Safety Poster
- T-shirt Design

See TSA Competitive Events Guidelines for specific details on the competitions.

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

The symbols in the right column are used to identify the Academic and Workplace Applications that are reinforced by specific activities in this TLA.

Reading Skills Applied:

Research Comprehension:

- React to written material

Functional Reading Skills:

- Follow written instructions
- Use content area vocabulary

Writing Skills Applied:

Language Skills:

- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing:

- Complete forms and records

Employability Skills Applied:

Job Search/Selection Skills:

- Investigate employment prospects of a career field/occupation
- Analyze duties/requirements/ benefits of specific job
- Analyze personal occupational apptitudes/preferences

—continued—

DAY 1
ACTIVITIES

ACADEMIC AND WORKPLACE APPLICATIONS

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

ACADEMIC AND WORKPLACE APPLICATIONS

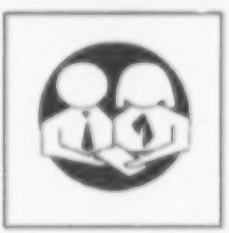
Creative Thinking and Problem Solving Skills Applied:

- Define a problem
- Evaluate alternatives
- Analyze/synthesize information
- Select an alternative
- Create a finished product
- Transfer knowledge/training to new situations

Mathematics Skills Applied:

Functional Math Skills:

- Perform banking transactions
- Calculate gross earnings
- Solve income/expense problems
- Prepare a budget



Oral Communication Skills Applied:

Oral Presentation Skills:

- Select/use words effectively
- Adapt presentation to specific audience

Interactive Communication Skills:

- Communicate with clients/customers/patients

Social Studies Skills Applied:

Social Studies Application Skills:

- Investigate/apply principles of economics

Functional Social Studies Skills:

- Practice good work ethics
- Analyze consumer issues

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1
ACTIVITIES

INFORMATION SHEET

We all need money! Adults need money to pay for the necessities—a home, clothing, and food—as well as for the extra, nice-to-have items and services. We also strive for financial independence because it makes us feel less stressed and happier, and lets us buy the things we want such as homes, cars, and vacation trips. Unless we are born independently wealthy, having a career that lets us make money and earn a living is a necessity. A career also provides personal satisfaction. Even though wealthy people don't need the money, many do want a career.

As kids, we also need and want money. About the only way most kids get money is from an allowance or gifts such as birthday money from parents or grandparents. Most of us, both young and old, want to have some control of our own lives. Having your own money helps you have this control because usually you can spend your own money as you like. In some ways it lets you be your own boss because you don't have to ask or rely on someone else to get things for you.

Throughout history people have traded, bartered, or bought the things they need or want. This is business, and it is not something new. Did you know that even at your age you can start your own business! This TLA will show you how.

You will learn the steps needed to start your own business. You can actually start the business if you want to, but starting it is not required in this TLA.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

The first step is inventing the business and learning to recognize money-making opportunities. You then choose the right opportunity and make a plan. You will be using the computer software *Kids Business* and the book *Fast Cash for Kids. Kids Business* is easy to operate. Just follow the on-screen directions as you move through the program. From this software you will print your own personal Kids Business Start-up manual to keep after the instructor checks it. The manual will be about 60 pages in length depending on the type of printer used. You may use any type of printer, but, for best results, use a laser printer.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

OBJECTIVE 1

Use the computer software *Kids Business* to complete the "How to Use This Program" section.

TOOLS AND MATERIALS

- *Kids Business* software
- Hole punch
- Three-ring binder for your Start-up manual

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Follow your teacher's instructions to turn on the computer.

STEP 2: Use one of the following methods to load ***Kids Business.***

- If your computer has a menu, highlight ***Kids Business*** and press **ENTER.**
- If your computer doesn't have a menu, at the **C:\>** type **cd kb.** Then at the **C:\KB>** type **kb** and press **ENTER.**
- You can also run *Kids Business* from its floppy disk. After placing the Kids Business disk in the appropriate drive (A or B), type the drive's letter and press **ENTER.** At the prompt, either A:\> or B:\>, type **KB** and press **ENTER.** It should now start the program.

After executing one of these options, the title screen will appear and *Kids Business* will be ready to use.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

FOLLOW THESE STEPS:

STEP 3: Go to the **Main Menu** by pressing any key. Scroll up and down with the arrow keys to see how the main menu works.

STEP 4: Select the menu choice **Getting Customers** by highlighting it and pressing **Enter.** You will see the **Getting Customers** submenu. If you highlight one of the submenu choices and press **Enter,** that section of the program will open.

STEP 5: To exit from this part of the program, press **Esc** until you get back to the main menu. In this program the **Esc** key takes you back one menu.

STEP 6: At the **Main Menu,** select the top item **How To Use This Program** and press **Enter.** After making sure the printer is on, press **F1** and answer **Y** (Yes) to print the first 2 pages of your own personal *Kids Business* Start-Up manual. Se sure to follow any special printing instructions your teacher has.

STEP 7: Number, in the upper right-hand corner, the pages you just printed. Punch holes in the pages and place them in your binder.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 1 ACTIVITIES

FOLLOW THESE STEPS:

STEP 8: If you have time remaining in the class period, read the material you just printed. Browse through the program to familarize yourself with the software.

STEP 9: At the end of class time, exit the program by pressing **Esc** and answering **Y** for yes. Turn off the computer by following your teacher's instructions. Return all materials to their proper storage areas and clean up your work area.

If you complete Day 1 Activities with time left over, you may begin Day 2 Activities.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

On Day 2 you should complete the following activities:

1. Complete Objective 2.
2. Complete Objective 3.

DAY 2 ACTIVITIES

SUMMARY OF ACTIVITIES

Reading Comprehension Skills:
- React to written material

Functional Reading Skills:
- Use content area vocabulary
- Follow written instructions

Social Studies Application Skills:
- Investigate/apply principles of economics

Functional Social Studies Skills:
- Practice good work ethics
- Analyze consumer issues

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 2
ACTIVITIES

OBJECTIVES 2 and 3

Use the computer software *Kids Business* to print the following sections:

- **"Starting Your Business"**
- **"Getting Customers"**
- **"Handling Your Money"**
- **"Selecting a Project"**

Read the assigned parts of the book *Fast Cash for Kids.*

INTRODUCTION

You will print 37 more pages for your Start-up manual today. They will be added to the first 2, printed yesterday. This manual will be turned in on day 8. It will be returned to you after being graded.

TOOLS AND MATERIALS

- *Kids Business* software
- *Fast Cash for Kids*
- Binder with your Start-up manual

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Turn on the computer by following your teacher's instructions. Open *Kids Business* by following the same procedure used on Day 1.

STEP 2: At the Main Menu, select **Starting Your Business.** Press **ENTER.**

STEP 3: From the **Starting Your Business** menu choose **Inventing Your Business** and press **ENTER.** Next press **F1 and** answer **Y**(for yes) to print the next three pages of your Start-up manual. Number the pages 3, 4, and 5. Place these pages in your binder.

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 2
ACTIVITIES

FOLLOW THESE STEPS:

STEP 4: Press **Esc** to go back to the **Starting Your Business** menu. Then choose **Step 1 Finding Opportunity** and press **Enter**. Print these pages using the procedures in Step 3. These pages will be 6 and 7 of your Start-up manual. Number the pages and place them in the binder.

STEP 5: Select and print the following two items from this menu.

- **Step 2: Choosing an Opportunity**
- **Step 3: Making a Plan**

Number the pages and place them in the binder. Then **Esc** back to the **Main Menu.**

STEP 6: Follow the same procedure to print the following four submenus from **Getting Customers.**

How to Get Customers

- **Step 1: Be an Expert Sales Person**
- **Step 2: Sales Worksheets**
- **Step 3: Advertising**

Number the pages and place them in the binder. Then **Esc** back to the **Main Menu.**

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 2 ACTIVITIES

FOLLOW THESE STEPS:

STEP 7: Repeat the procedure to print the following submenus from **Handling Your Money.**

- **How to Handle Your Business**
- **Step 1: A Business Name**
- **Step 2: A Price List**
- **Step 3: A Record-keeping System**
- **Step 4: A Budget**
- **Step 5: A Schedule**

Number the pages and place them in the binder. Then **Esc** back to the **Main Menu.**

STEP 8: From the **Main Menu,** choose **Selecting A Project** and print only the first section, **What's Right For You?** Number and place in the 3-ring-binder. This will complete the first 39 pages of your Start-up manual. Check through the 39 pages making sure they are in the correct order.

STEP 9: For the remainder of the period, read through the first 40 pages of the *Fast Cash For Kids* book located in your TLA.

If you complete Day 2 Activities with time left over, you may begin Day 3 Activities.

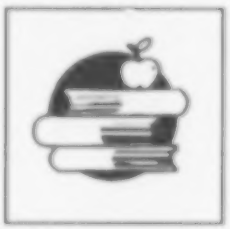
TECHNOLOGY EDUCATION ENTREPRENEURSHIP

On Day 3 you should complete the following activities:

1. Complete Objective 4.
2. Complete Objective 5.

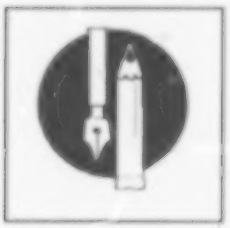
DAY 3 ACTIVITIES

SUMMARY OF ACTIVITIES



Research Comprehension:
- React to written material

Functional Reading Skills:
- Follow written instructions
- Use content area vocabulary



Language Skills:
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing:
- Complete forms and records

- Define a problem
- Evaluate alternatives
- Analyze/synthesize information
- Select an alternative
- Create a finished product
- Transfer knowledge/training to new situations

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 3 ACTIVITIES

OBJECTIVES 4 and 5

Use the computer software *Kids Business* to print forms.

Complete the "How To Invent a Business" section of the Start-up manual.

TOOLS AND MATERIALS

- *Kids Business* software
- *Fast Cash for Kids*
- Binder with your Start-up manual

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Turn on the computer by following your teacher's instructions. Open *Kids Business* by following the same procedure used on Day 1.

STEP 2: As you complete the activities in your Start-up manual you will be asked to print several different forms. To print a form, select the **Forms Shop** menu from the **Main Menu** and press **ENTER**. Select the form you want to print from the list of forms and press **ENTER**. Press **F1** to print. the form. Be sure to follow your teacher's instructions for printing. Put the forms in the back of your Start-up manual.

STEP 3: You now have your Start-Up manual and are ready to start your own business. It is important to check off each blank and to follow directions very carefully. Remember this is your book to keep.

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 3
ACTIVITIES

FOLLOW THESE STEPS:

STEP 4: Start reading and completing the section "How to Invent A Business" found on page 3 of your Start-up manual. Follow the instructions and check off the blanks as directed. You will work through page 11 in your manual.

☑ **NOTE:** When asked to go for a walk in your neighborhood, you must improvise. You could actually take the walk after school or just think about walking in your neighborhood and complete the activity from memory.

STEP 5: You may also browse through the 101 money making ideas in the enclosed book, *Fast Cash For Kids.*

If you complete Day 3 Activities with time left over, you may begin Day 4 Activities.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

On Day 4 you should complete the following activities:

1. Complete Objective 6.
2. Complete Objective 7.
3. Complete Objective 8.

DAY 4 ACTIVITIES

SUMMARY OF ACTIVITIES

Research Comprehension:
- React to written material

Functional Reading Skills:
- Follow written instructions
- Use content area vocabulary

Language Skills:
- Use standard grammar, spelling, and capitalization
- State ideas clearly

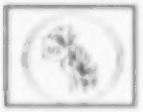
Functional Writing:
- Complete forms and records

Oral Presentation Skills:
- Select/use words effectively
- Adapt presentation to specific audience

Interactive Communication Skills:
- Communicate with clients/customers/patients

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 4 ACTIVITIES



OBJECTIVES 6, 7, and 8

Complete the "How To Get Customers" section of the Start-up manual.

Make a flyer to advertise your business.

Write a speech to say to a door-to-door customer.

TOOLS AND MATERIALS

- *Kids Business* software
- Binder with your Start-up manual
- Typing and notebook paper
- 3" by 5" cards
- Colored markers

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Turn on the computer by following your teacher's instructions. Open *Kids Business* by following the same procedure used on Day 1.

STEP 2: Now that you have invented a business, lets find out how to get customers. Marketing is the most important part of a business. It involves selling, organizing, and advertising. Start on page 12 of your Start-Up manual, "How To Get Customers," and work through page 24 filling in all blanks and printing the correct forms. If you need 3" x 5" cards ask your Instructor for some or make them from paper.

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 4
ACTIVITIES

FOLLOW THESE STEPS:

STEP 3: Use a regular sheet of typing paper and colored markers to make a flyer that will advertise what you are selling. Use your imagination and be sure to include your business name, your name, and how to contact you. This will be turned in on day 8.

STEP 4: Write a speech about what you will say to a door-to-door customer telling them what you are selling. Remember, this must be short and informative. This will be turned in on day 8.

WARNING

GOING DOOR-TO-DOOR is dangerous. Never go door-to-door without your parent's permission. Tell them exactly where you are going. Never go alone; always take a friend along.

If you complete Day 4 Activities with time left over, you may begin Day 5 Activities.

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAYS 5–6 ACTIVITIES

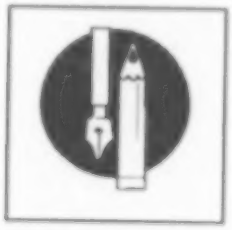
On Days 5–6 you should complete the following activities:

1. Complete Objective 9.

SUMMARY OF ACTIVITIES

Research Comprehension:
- React to written material

Functional Reading Skills:
- Follow written instructions
- Use content area vocabulary



Language Skills:
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing:
- Complete forms and records

Functional Math Skills:
- Perform banking transactions
- Calculate gross earnings
- Solve income/expense problems
- Prepare a budget

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 5–6 ACTIVITIES

OBJECTIVE 9

Complete the "Handling Your Business" section of the Start-up manual.

TOOLS AND MATERIALS

- *Kids Business* software
- Binder with your Start-up manual
- 2 shoeboxes or 2 legal-size envelopes
- 3" by 5" cards

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Turn on the computer by following your teacher's instructions. Open *Kids Business* by following the same procedure used on Day 1.

STEP 2: Start on page 25 of your Start-up manual, "Handling Your Business," and work through page 37 filling in all blanks and printing the correct forms. If you need 3" by 5" cards ask your teacher for some or make them from paper. You may use envelopes instead of shoeboxes for your files.

STEP 3: Make 3" by 5" card files of potential customers. Perhaps you already babysit or care for yards. The people you already work for are probably potential customers for other businesses you have.

If you complete Days 5–6 Activities with time left over, you may begin Day 7 Activities.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 7 ACTIVITIES

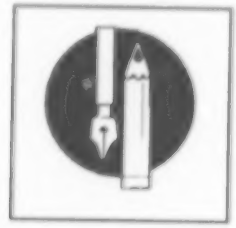
On Day 7 you should complete the following activities:

1. Complete Objective 10
2. Complete Objective 11
3. Complete Objective 12
4. Complete Objective 13

SUMMARY OF ACTIVITIES

Research Comprehension:
- React to written material

Functional Reading Skills:
- Follow written instructions
- Use content area vocabulary



Language Skills:
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing:
- Complete forms and records

Social Studies Application Skills:
- Investigate/apply principles of economics

Functional Social Studies Skills:
- Practice good work ethics
- Analyze consumer issues

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 7
ACTIVITIES

OBJECTIVES 10, 11, 12, and 13

Complete the unfinished pages of the Start-up manual.

Use the computer software *Kids Business* to make a business card.

Use the computer software *Kids Business* to make a list of customers.

Use the computer software *Kids Business* to read the "Questions and Answers."

TOOLS AND MATERIALS

- *Kids Business* software
- *Fast Cash for Kids*
- Binder with your Start-up manual

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Turn on the computer by following your teacher's instructions. Open *Kids Business* by following the same procedure used on Day 1.

STEP 2: Read pages 38 and 39 of your Start-up manual, "What I Like To Do?" Look in the *Fast Cash For Kids* book for an explanation of the numbered projects. Review the things you like to do.

STEP 3: Review your manual. Be sure that it says what you intend it to say.

STEP 4: Make a business card by choosing the **Business Card Shop** from the **Main Menu.** Follow the on-screen directions to create and print the card. Return to the **Main Menu** by pressing **Esc.**

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 7 ACTIVITIES

FOLLOW THESE STEPS:

STEP 5: Choose **Customer Address Shop** from the **Main Menu.** Follow the directions to create a list your customers. Print your list.

STEP 6: From the **Main Menu** choose **Questions And Answers.** Either read the material from the screen or print it to read later.

STEP 7: Spend the rest of your time organizing your materials. Also if you have more time you may design another flyer for your business or plan another door-to-door speech.

If you complete Day 7 Activities with time left over, you may begin Day 8 Activities.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

On Day 8 you should complete the following activities:

1. Read Impact Statements.
2. Complete Career Search Activity.
3. Complete any unfinished assignments.
4. Complete Posttest.

DAY 8 ACTIVITIES

SUMMARY OF ACTIVITIES

Job Search/Selection Skills:

- Investigate employment prospects of a career field/occupation
- Analyze duties/requirements/ benefits of specific job
- Analyze personal occupational apptitudes/preferences

Language Skills:

- Use standard grammar, spelling, and capitalization
- State ideas clearly

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 8
ACTIVITIES

ENVIRONMENTAL IMPACT

Entrepreneurship and small business can have a big impact, both positive and negative, on the environment. Many small businesses were started for environmental reasons. Local recycling centers, as well as food stands with naturally-grown fruits and vegetables, are examples of businesses started for environmental reasons. On the negative side, small businesses often have a harder time meeting some of the environmental regulations than large businesses or corporations have. Sometimes the need to show big profits causes the small business to cut corners or commit fraud in regard to the high-cost environmental concerns.

SOCIAL IMPACT

Small local businesses have an impact on the social structure of our lives. When we need a product or service we usually go to the nearest store. We rely on advertisements and commercials to tell us where to shop. Think what it would be like if there were no businesses to provide the goods and services people want and need. Do you think we would have the same lifestyle we have now if we personally had to provide for all our needs? You would have to make everything you needed and do everything for yourself. Also local businesses are usually better able to respond to local needs faster and are more likely to be active participants in the community.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

DAY 8
ACTIVITIES

ECONOMIC IMPACT

Businesses have a huge economic impact because they are the backbone of the free enterprise system. Businesses provide goods and services to the people. The people spend money to buy these goods and services. The money spent makes it possible for the businesses to pay their employees, who, in turn, spend their money at other people's businesses. In addition, businesses sometimes provide goods and services that might not be available otherwise. If we each had to build our own cars, many of us probably would not be able to have one. If there were no hospitals or ambulance services, we would not have the quality medical care we have come to expect.

POLITICAL IMPACT

Small business in America has a great impact on our political system. We pay taxes on the money we earn from our jobs. When we buy things, we usually pay taxes. All these taxes help run our national, state, and local governments. These governments pay for roads, streets, schools, the military, and many many other things. Also when people buy goods and services, the money goes to the seller who uses it to pay employees, pay taxes and expenses, and provide more products. Often local businesses can band together to force governments to respond to local needs.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

Ergonomics means developing products and systems that are comfortable for people to use and that really fit their needs. Entrepreneurs try to meet the ergonomic needs of their customers because they know that if they do, the customer will be more likely to be a repeat buyer. Consumers will usually buy the product or service that best meets their needs—that is ergonomically sound. Competing businesses try to provide the product or service that best meets the buyers needs so that the customer will buy from them instead of from the competition.

DAY 8
ACTIVITIES

ERGONOMIC IMPACT

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 8
ACTIVITIES

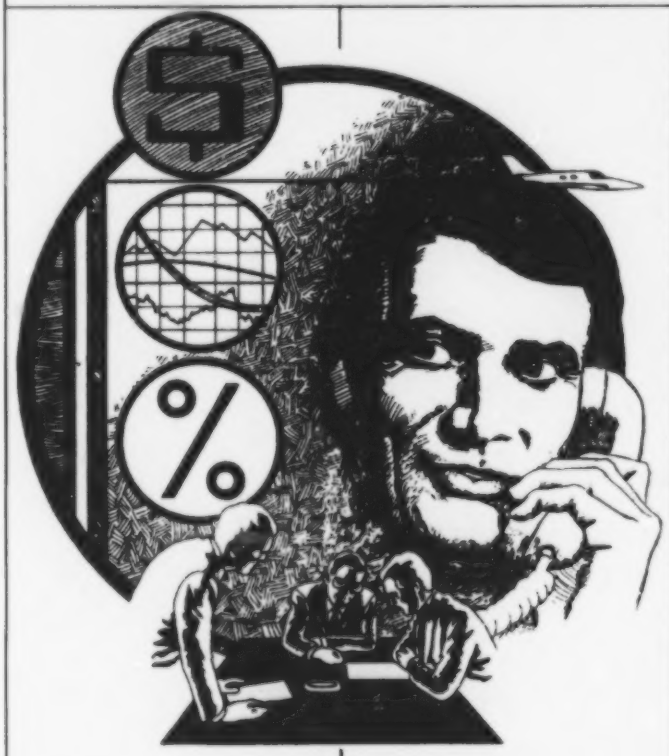
CAREER SEARCH ACTIVITY
INSTRUCTIONS

Using *Career Search Abstracts*, find the occupations listed below. Select the two occupations that sound most appealing to you. On a separate sheet of notebook paper, list the two occupations you selected and tell why. Remember to use complete sentences, proper grammar, and correct spelling. Give the sheets to your instructor.

- Credit Manager
- Economist
- Financial Manager
- Sales Engineer
- Sales Representative, Technical

RELATED CAREERS

CREDIT MANAGER



NATURE OF THE OCCUPATION

Credit and collection managers direct and coordinate the activities of workers who conduct credit investigations and collect overdue accounts for banks, credit unions, department stores and other businesses.

Duties may include but are not limited to the following:

- Formulating credit policies
- Establishing financial standards for loan applicants
- Reviewing and evaluating results of investigations of credit applications
- Writing collection letters to customers
- Supervising the collection of bad accounts and checks
- Giving unpaid customer accounts to collection agencies

WORKING CONDITIONS

Credit and collection managers usually supervise an office staff and may work closely with other members of management. Working conditions may vary, depending upon the type, location, size and financial status of the employer. Generally, they spend much of their time seated in pleasant, well-lighted and air-conditioned offices.

Credit and collection managers sometimes work longer than 40 hours with evening and Saturday work necessary. This occurs more in the retail trades where a seasonal increase in credit sales can produce a greater work volume.

Some managers travel frequently to interview customers, to evaluate firms or to make new contacts.

Tools, Equipment and Materials used may include:

- Calculators
- Charts
- Computer Terminals
- Credit Reports
- Forms
- Ledgers
- Operation Manuals
- Schedules

WORKER REQUIREMENTS

You should like:

- Business contact with people
- Communicating information or data to others

You should be able to:

- See details and perform arithmetic operations quickly and accurately
- Understand and use words well
- Make decisions, based on facts, logic and experience
- Maintain good customer relations
- Direct, plan and control the activities of others
- Keep information confidential

OCCUPATION SPECIALTIES

DOT CODE:
186.167-088 Manager, Financial Institution
SOC CODE: 1419 OES CODE: 21199

OKLAHOMA CAREER SEARCH

CREDIT MANAGER

Physically you must:
- Sit for long periods
- Speak and hear clearly

Opportunities for Experience:

Opportunities for experience are limited. A summer or part-time job as a typist or file clerk in a credit office would offer opportunities to observe experienced managers.

Methods for Entry:

The most common method of entry is direct application to employers. Help may also be found at college placement offices, state employment offices and newspaper want ads.

EARNINGS AND ADVANCEMENT

Earnings of credit managers vary according to the experience and background of the individual and the geographic location and size of the employer.

Earnings:

Credit managers earned an average annual salary in 1993 of $35,279 in their first year on the job. Salary level depends upon the size and location of the organization and is likely to be higher in large organizations and cities. Credit managers in the lowest 10 percent earned $18,940, while the top 10 percent earned over $70,379. Some experienced credit managers earned substantially higher salaries. Many credit managers in private industry received additional compensation in the form of bonuses.

Fringe Benefits:

Fringe benefits may include paid vacations and holidays, sick leave, life, health and disability insurance and pension plans and stock options (purchase of a company's stock at lower than market rates).

Career Ladder for this Occupation may look like this:
- Regional Credit Manager
- Credit Manager
- Assistant Credit Manager
- Management Trainee

Advancement depends on educational background, job performance, knowledge of the business and the ability to handle or get along with people.

EMPLOYMENT AND OUTLOOK

Nationally, about 224,300 financial officers in banks, finance companies, insurance companies, securities dealing firms, real estate firms and related institutions were employed in 1988. Employment is expected to grow as fast as the average for all occupations through the year 2000. Use of computers and telecommunications equipment will allow for centralization of credit offices.

RELATED EDUCATION AND TRAINING

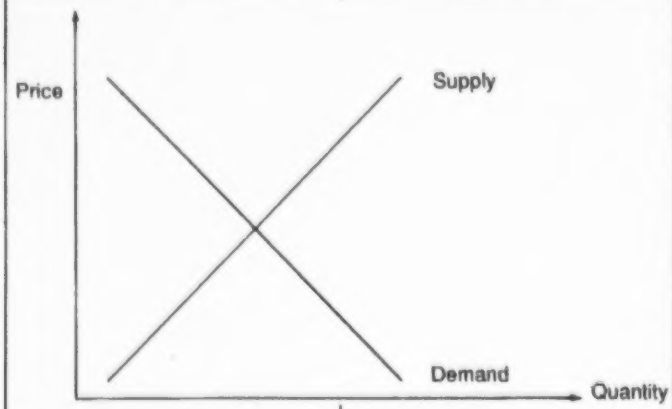
Level(s) of education and training usually needed for this occupation:
- On-the-job training
- High school diploma or G.E.D.
- Technical, junior or community college
- College bachelor's degree

School subjects helpful in preparing for this occupation include:
- College Preparatory
- Accounting
- Bookkeeping
- Business Data Processing
- Applied Math
- Economics
- Psychology

MORE SOURCES OF INFORMATION
- American Financial Services Association
  919 NW 18th St.
  Washington, DC 20006
- International Credit Association
  243 N. Lindbergh Blvd.
  P.O. Box 27357
  St. Louis, MO 63141
- Associated Credit Bureaus
  1090 Vermont Ave.
  Washington, DC 20005-4905
- The American Bank Directory (Norcross, Ga., McFadden Business Publications)
- The U.S. Savings and Loan Directory (Chicago, Rand & McNally & Co.)
- Polk's World Bank Directory (Nashville, R.L. Polk & Co.)

State Employment Offices

ECONOMIST



NATURE OF THE OCCUPATION

Economists conduct research, collect and analyze data, monitor economic trends, prepare reports and formulate plans to aid in the solution of economic problems arising from the production and distribution of goods and services.

Duties may include but are not limited to the following:

- Developing methods for collecting and processing economic and statistical data
- Interpreting economic and statistical data
- Analyzing the relationships between the supply and demand for goods and services
- Developing ways to control inflation, unemployment and business cycles
- Planning and conducting studies to determine the need for change in business or government policy

OCCUPATION SPECIALTIES

Market Research Analysts (050.067-014) study conditions in sales areas to determine the sales projections of a product or service.

Agricultural Economists (050.067-010) study agricultural problems to determine better uses of farm resources.

Tax Economists (050.067-010) collect and study data and the effects of taxes and policies on national income and overall business activities.

Labor Economists (050.067-010) collect and interpret labor data to forecast labor trends and suggest changes in labor policies.

Industrial Economists (050.067-010) study the organizational structure, methods of financing, production costs and techniques and marketing policies of various types of businesses to develop improvements.

WORKING CONDITIONS

Economists working in private industry may work alone, with members of other professions, or with company officers. Economists usually work in comfortable, well-lighted and air-conditioned offices.

Economists in government agencies and private industry generally work a 5-day, 40-hour week. Most work under pressure of deadlines, tight schedules, and heavy workloads, and sometimes must work overtime. They may be required to travel to attend conferences or conduct research. Economists teaching on the college level have flexible work schedules, dividing their time among teaching, research and administrative duties.

Economists may join associations such as the American Economic Association, the Econometric Society and the National Association of Business Economists. Members usually pay dues.

Tools, Equipment and Materials used may include:

- Computers
- Calculators
- Statistical & Other Reports
- Text & Reference Books

WORKER REQUIREMENTS

You should like:

- Working with technical and theoretical data
- Work concerned with people and the communication of information

You should be able to:

- Analyze economic information
- Make decisions based on judgment and experience or on verifiable and measurable data
- Understand mathematical and statistical methods
- Reason logically
- Communicate clearly and effectively in speech and in writing
- Plan, direct and control economic studies
- Work accurately with detail

Physically you must:

- See well, either naturally or with correction

OCCUPATION SPECIALTIES

DOT CODE:

050.067-010	Economist	050.067-010	Tax Economist
050.067-014	Market Research Analyst	050.067-010	Labor Economist
050.067-010	Agricultural Economist	050.067-010	Industrial Economist

SOC CODE: 1912 OES CODE: 27102

OKLAHOMA CAREER SEARCH

ECONOMIST

- Have normal speaking and hearing ability

Special Requirements:

Those considering careers as an economist should be able to work accurately with detail since much time is spent on data analysis. Patience and persistence are necessary qualities for economists since they spend long hours on independent study and problem solving. At the same time, they must be able to work well with others. Economists must be objective and systematic in their work and be able to present their findings, both orally and in writing in a clear, meaningful way.

EARNINGS AND ADVANCEMENT

Earnings depend upon the employer, type of work, geographic location, and the education and experience of the employee.

Earnings:

Graduates with a degree in economics earned an annual starting salary of $26,656 in 1993. The average annual earnings of full-time economists were about $36,876 per year. Out of all economists currently employed, the middle 50% earned between $28,744 and $56,829. The lowest 10% of economists earned under $20,625, while the highest 10% earned over $74,383.

Economists in general administration and international economics earned the highest salaries; those in market research and econometrics earned the lowest. The highest paid business economists were in securities & investment, retail & wholesale trades, and nondurable manufacturing industries; the lowest paid were in education, nonprofit research organizations, and communications and utilities.

The federal government recognizes education and experience in certifying applicants for entry level positions. In general, the entrance salary for economists having a Bachelor's degree averaged about $18,112; however, those with superior academic records began at $22,387.

Those graduating with a Master's degree in 1993 were offered a starting salary of $38,372.

Fringe Benefits:

Depending on the employer, economists may receive paid vacations and holidays, life, accident, disability and hospitalization insurance, retirement plans and sick pay. These benefits are usually paid for, at least in part, by the employer.

Career Ladder for this Occupation may look like this:

- Economic Advisor
- Economist
- Market Research Analyst

Economists may advance through experience, increased responsibilities or administrative duties.

EMPLOYMENT AND OUTLOOK

There were approximately 37,000 economists employed nationally in 1990. Employment is expected to grow as fast as the average through the year 2005. Opportunities for economists should be best in financial services, research organizations, and consulting firms. Little or no change is expected in the employment of economists in federal, state and local government.

Persons with bachelor's degrees are likely to face keen competition for jobs, but many will find research, managerial and administrative positions. Those with a master's degree in economics have better employment prospects. Opportunities will be best for Ph.D's. Employment prospects for economists in colleges and universities should improve.

Oklahoma Employment and Outlook

In Oklahoma, 9 job openings for economists are projected annually until the year 2000. These job openings represent new job growth as well as vacancies created by those who leave the occupation, are promoted, or retire, etc. In 1990, economists held 201 jobs in Oklahoma. They are expected to hold 230 jobs by the year 2000.

RELATED EDUCATION AND TRAINING

Level(s) of education and training usually needed for this occupation:

- College - Bachelor's degree
- College - Master's degree

Level(s) of education and training also available for this occupation:

- College - Ph.D. or professional degree

School subjects helpful in preparing for this occupation include:

- College Preparatory
- Algebra
- Geometry
- Calculus
- Trigonometry
- Computer Science
- Statistics
- Accounting
- Business Data Processing
- Economics
- Government
- History
- Political Science
- Sociology
- Applied Math

MORE SOURCES OF INFORMATION

- American Economic Association
  2014 Broadway, Suite 305
  Nashville, TN 37203-2418
- Nat'l Assoc. of Bus. Economists
  28349 Chagrin Boulevard
  Suite #300
  Cleveland, OH 44122
- American Marketing Association
  250 S. Wacker Drive, Suite 200
  Chicago, IL 60606-5819
- Human Resources Management
  Board of Governors of The
  Federal Reserve System
  20th and Constitution Ave., NW
  Washington, DC 20551

FINANCIAL MANAGER

NATURE OF THE OCCUPATION

Financial managers prepare the financial reports required by a firm to conduct its operations and to satisfy tax and regulatory requirements. They oversee the flow of cash and financial instruments and develop information to assess the present and future financial status of a firm.

Duties may include but are not limited to the following:

- Establishing policies and procedures of operation
- Directing the activities of workers
- Approving or rejecting lines of credit and loans
- Controlling assets, records, collateral and securities held by the institution
- Representing customers in business affairs with the institution
- Prepare financial reports
- Advise individuals and businesses on financial planning

OCCUPATION SPECIALTIES

Financial Institution Managers (186.167-086) are often known by the type of institution they manage, such as bank branch managers, trust company manager or savings and loan association manager. They may also be designated according to the type of loan made, such as consumer credit manager.

Controllers (186.117-014) direct the financial affairs of local governments, including payrolls.

Treasurers (161.117-070) direct financial planning as well as obtain and invest funds for a local government.

Credit Card Operations Managers (186.167-022) establish credit rating criteria, determine credit ceilings and monitor their institution's extension of credit.

Reserve Officers (186.167-054) review their institution's financial statements and direct the purchase and sale of bonds and other securities to maintain the asset/liability ratio required by law.

User Representatives (189.117-038) in international accounting develop integrated international financial and accounting systems for banking transactions of multinational organizations.

WORKING CONDITIONS

Managers usually work in attractive, comfortable surroundings. Offices are air-conditioned and well-lighted and have adequate work space.

Generally, managers work 40 hours, but overtime may sometimes be required. Their work schedule may include late evenings and Saturdays. They may travel to call on customers.

Tools, Equipment and Materials used may include:

- Computer Terminals
- Calculators
- Scanners
- Reference Materials
- Operation Manuals
- Interest rate schedules
- Copiers

WORKER REQUIREMENTS

You should like:

- Business contact with people

You should be able to:

- Direct, control and plan the activities of others
- Make decisions based on your own judgment
- Deal courteously and tactfully with people
- Communicate effectively both in writing and verbally

Physically you must:

- Maintain good health
- Sit for long periods of time
- See and hear well, either naturally or with correction

OCCUPATION SPECIALTIES

DOT CODE:

186.167-088	Manager, Financial Institution	186.117-014	Controller
186.167-022	Credit Card Operations Managers	161.117-070	Treasurer
189.117-038	User Representative	186.167-054	Reserve Officers

SOC CODE: 122 OES CODE: 13002

OKLAHOMA CAREER SEARCH

FINANCIAL MANAGER

Special Requirements:
Financial managers must be bondable and have good credit records. In addition, they should have no record of criminal offenses.

Opportunities for Experience:
Summer or part-time work as a clerk, messenger or teller provides valuable training for potential financial managers.

Methods for Entry:
The most common method of entering this career is by direct application to employers. Assistance in locating a position may be available from college placement offices and newspaper want ads.

EARNINGS AND ADVANCEMENT

The earnings of financial managers depend on their abilities and positions as well as the size and type of firm for which they work.

Earnings:
New graduates trained as financial managers were offered salaries around $31,278 per year. Nationally, in 1993, financial managers earned an average salary of $42,001. The lowest 10% earned $20,076 or less, while the top 10% earned over $74,519.

The salary level depends upon size and location of the organization and is likely to be higher in large organizations and cities. Many financial managers in private industry received additional compensation from bonuses.

Fringe Benefits:
Fringe benefits received by financial managers may include paid vacations and holidays, sick leave, pension plans, health and life insurance, educational assistance and yearly bonuses. Other benefits provided to managers free or at a reduced rate may include checking accounts, traveler's checks, money orders and the processing fee for home loans.

Career Ladder for this Occupation may look like this:
- Chief Analyst
- Financial Manager
- Assistant Manager
- Management Trainee

Education offered by the American Institute of Banking or the Institute of Financial Education may increase the individual's chances for promotion.

EMPLOYMENT AND OUTLOOK

Nationally in 1990, there were approximately 701,000 financial managers employed. Employment is expected to increase faster than the average for all occupations through the year 2005. Although many job opportunities will result from the need to replace those who transfer to other fields, an increase in foreign and domestic competition, the recent crisis among banks and savings and loan institutions, changing tax laws and greater emphasis on accurate reporting of financial data will spur the need for financial managers.

Oklahoma Employment and Outlook

In Oklahoma, 254 job openings for financial managers are projected annually until the year 2000. These job openings represent new job growth as well as vacancies created by those who leave the occupation, are promoted or retire, etc. In 1990, financial managers held 8,085 jobs in Oklahoma. They are expected to hold 9,509 jobs by the year 2000. This is considered an average growth rate due to the relatively large number of financial managers employed in Oklahoma in 1990.

RELATED EDUCATION AND TRAINING

Level(s) of education and training usually needed for this occupation:
- Technical, junior or community college
- College bachelor's degree

Level(s) of education and training also available for this occupation:
- College master's degree

School subjects helpful in preparing for this occupation include:
- College Preparatory
- Composition
- Algebra
- Statistics
- Accounting
- Bookkeeping
- Business Law
- Business Education
- General Merchandising
- Economics
- Government
- Political Science

MORE SOURCES OF INFORMATION

- Financial Management Association
  University of South Florida
  College of Business Administration
  Tampa, FL 33620

- Financial Women International
  7910 Woodmont Ave Ste 1430
  Bethesda, MD 20814

- American Bankers Association
  1120 NW Connecticut Ave
  Washington, DC 20036

- Local Banks and Savings & Loan Associations

SALES ENGINEER

NATURE OF THE OCCUPATION

Sales engineers market their company's products to retail establishments, government agencies and other institutions. They sell chemical, mechanical, electromechanical, electrical or electronic equipment, supplies or services.

Duties may include but are not limited to the following:

- Interesting retail buyers and purchasing agents in their merchandise
- Calling on customers such as engineers, architects or other professional workers to demonstrate and explain the product or service
- Assisting customers in determining equipment needs
- Preparing cost and operation estimates on equipment
- Recommending new and more efficient ways to use equipment
- Assisting in the development of custom-made machinery
- Providing technical services to clients
- Preparing sales and service contracts

OCCUPATION SPECIALTIES

Sales engineers may specialize in selling products or services in areas closely related to their engineering specialties.

Mechanical Equipment Sales Engineers (007.151-010) specialize in the sale and installation of heating equipment.

Electrical Products Sales Engineers (003.151-010) determine the power requirements of customers who use large amounts of electricity and provide engineering services and technical advice.

Mining-and-Oil-Well Equipment and Services Sales Engineers (010.151-010) sell mining and oil well equipment to producers of oil and natural gas and provide technical services.

WORKING CONDITIONS

Sales engineers usually work under the general supervision of a sales manager or other type of supervisor. They often work alone and plan their own schedules, appointments, and work days. Much of their time is spent traveling and meeting with customers. They often work with top executives, research and development personnel and other workers in the customer's company.

Sales engineers usually work irregular hours due to traveling, evening meetings and completing reports. They typically work more than 40 hours per week.

Sales engineers may join a professional organization such as the National Society of Professional Engineers. Members usually pay periodic dues.

Tools, Equipment and Materials used may include:

- Agreement Forms
- Blueprints & Plans
- Manuals, Charts & Price Lists
- Product Samples

WORKER REQUIREMENTS

You should like:

- Working with people
- Performing activities that are scientific or technical in nature

You should be able to:

- Plan and organize your work and give instructions to others
- Work with little or no supervision

OCCUPATION SPECIALTIES

DOT CODE:

007.151-010	Sales Engineer, Mechanical Equipment
003.151-010	Sales Engineer, Electrical Products
003.151-014	Sales Engineer, Electronics Products & Systems
010.151-010	Sales Engineer, Mining-and-Oil Well Equipment & Services

SOC CODE: 421 OES CODE: 49002

OKLAHOMA CAREER SEARCH

SALES ENGINEER

- Perform a variety of duties which may change often
- Use logical step-by-step procedures to complete tasks and solve problems based upon accurate information
- Use good judgment in evaluating information
- Express ideas clearly and effectively
- Compare and recognize differences in the size, shape and forms of objects, lines and figures
- Visualize solid objects from drawings or diagrams

Physically you must:
- See and hear well, either naturally or with correction

Special Requirements:

Firms selling industrial products often require a degree in science or engineering in addition to industry experience. As a result, most entrants to this occupation, even those with college degrees, transfer from other occupations and tend to be older than entrants to other occupations.

Opportunities for Experience:

Summer or part-time sales work and engineering work study programs in colleges and universities may provide helpful experience.

Methods for Entry:

Methods of entering this occupation include direct application to employers. Positions may also be located by consulting professional journals, newspaper want ads and college placement offices.

EARNINGS AND ADVANCEMENT

Earnings of sales engineers depend upon the type of product, volume of sales, size of territory, and the amount of commissions and bonuses.

Earnings:

Sales engineers are actually manufacturers' representatives who sell technical products. Average earnings of full-time manufacturers' representatives were about $43,809 per year in 1993.

Earnings vary by experience and the type of goods or services sold, as shown below.

Consumer Goods	
Sales trainee	$25,558
Middle-level	$40,154
Top-level	$67,156
Industrial Goods	
Sales trainee	$31,217
Middle-level	$41,990
Top-level	$57,847
Services	
Sales trainee	$24,690
Middle-level	$37,186
Top-level	$60,169

Fringe Benefits:

Depending on the employer, sales engineers may receive paid vacations and holidays, life, accident, disability, and hospitalization insurance, retirement plans and sick pay. These benefits are usually paid for, at least in part, by employers. Sales engineers generally are reimbursed for business expenses and are provided a car or mileage allowance.

Career Ladder for this Occupation may look like this:
- Sales Manager
- Sales Engineer
- Sales Engineer Trainee

Sales engineers may advance to administrative or consultant positions through experience.

EMPLOYMENT AND OUTLOOK

Nationally, about 43,500 sales engineers were employed. Employment of sales engineers is expected to increase through the year 2005. Prospects will be best for those with the appropriate knowledge or technical expertise as well as the personal traits necessary for successful selling.

Oklahoma Employment and Outlook

In Oklahoma, 9 job openings for sales engineers are projected annually until the year 2000. All of these job openings represent vacancies created by those leaving the occupation, promotions, retirements, etc., rather than new job growth. In 1990, sales engineers held 884 jobs in Oklahoma. They are expected to hold 829 jobs by the year 2000.

RELATED EDUCATION AND TRAINING

Level(s) of education and training usually needed for this occupation:
- College bachelor's degree

School subjects helpful in preparing for this occupation include:
- College Preparatory
- Applied Math
- English/Composition
- Calculus
- Geometry
- General Merchandising
- Chemistry
- Physics/Applied Physics
- Humanities
- Social Studies
- Blueprint Reading
- Drafting

MORE SOURCES OF INFORMATION

- American Association of Engineering Societies
  1111 NW 19th St., Ste. 608
  Washington, DC 20036

- National Society of Professional Engineers
  1420 King St.
  Alexandria, VA 22314

- Manufacturers Agents National Assoc.
  PO Box 3467
  23016 Mill Creek Rd.
  Laguna Hills, CA 92654

SALES REPRESENTATIVE, TECHNICAL

NATURE OF THE OCCUPATION

Technical sales workers sell various goods and services to retail, industrial and commercial firms and institutions.

Duties may include but are not limited to the following:

- Calling on regular customers to take orders
- Preparing lists of prospective customers and scheduling appointments
- Presenting samples, pictures or catalogs illustrating products to customers
- Checking inventories of retail stores and ordering needed items
- Assisting retailers in updating inventory and ordering systems
- Advising retailers on pricing, advertising and arranging window and counter displays
- Checking on delivery dates
- Preparing reports
- Entertaining customers

OCCUPATION SPECIALTIES

Technical sales workers may specialize in selling different types of products such as: aircraft equipment, agricultural equipment, metals, machinery, building equipment and supplies, dental and medical equipment, chemicals and drugs and equipment.

WORKING CONDITIONS

Technical sales workers usually work under the general direction of a sales manager. They generally work alone and plan their own schedules, appointments and workdays.

Technical sales workers usually work 8 hours a day, 5 days a week. Evening work may be necessary to prepare reports, attend meetings or schedule appointments. Representatives are assigned a specific sales area and traveling is usually required.

Tools, Equipment and Materials used may include:

- Account Books
- Catalogs
- Display Shelves, Counters, & Bins
- Manuals
- Order Forms
- Sales Charts
- Sample Cases
- Schedules
- Specifications

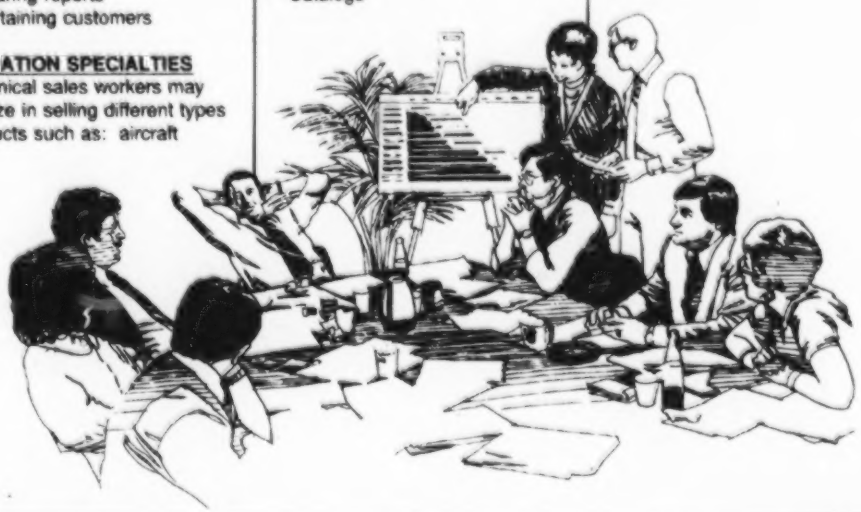
WORKER REQUIREMENTS

You should like:

- Activities involving business contact with people
- Activities concerned with the communication of data

You should be able to:

- Work without direct supervision
- Communicate well in speech and writing
- Make accurate mathematical calculations
- Make decisions based on personal judgment and verifiable information



OCCUPATION SPECIALTIES

DOT CODE:

262.357-010	Sales Representative, Chemicals & Drugs
274.357-038	Sales Representative, Industrial Machinery
274.357-054	Sales Representative, Metals

SOC CODE: 423 OES CODE: 49005

OKLAHOMA CAREER SEARCH

SALES REPRESENTATIVE, TECHNICAL

- Influence people in their opinions about ideas or things

Physically you must:
- Be able to reach, handle and feel objects
- See well, either naturally or with correction
- Talk and hear
- Lift, carry or transport objects weighing up to 50 pounds and occasionally more

Special Requirements:
Technical sales workers must have a valid driver's license in order to provide their own transportation around their territories.

Opportunities for Experience:
Summer or part-time work as a sales assistant or a door-to-door salesperson may provide helpful experience.

Methods for Entry:
Methods of entering this occupation include direct application to wholesale firms and college and university placement offices. Positions may also be located by consulting newspaper want ads or state employment offices.

EARNINGS AND ADVANCEMENT

Earnings depend upon the type of firm, product, the assigned sales territory and the employee's experience and ability. Technical sales workers usually have a compensation plan which combines commission and salary. The dollar amount a salesperson sells usually determines the salary level.

Earnings:
Nationally, in 1993, the average yearly salary of full-time technical sales workers was $27,986 or $538 per week. Salaries vary based on the goods sold and on the experience of the salesperson. Some advanced to management positions with much higher potential salaries. Most employers provide representatives with an expense account and a car or mileage allowance.

Fringe Benefits:
Depending on the employer, technical sales workers may receive paid vacations, life, accident, disability and hospitalization insurance and retirement plans. These benefits are usually paid for, at least in part, by the employer.

Career Ladder for this Occupation may look like this:
- Own Business
- District Sales Manager
- Sales Manager
- Technical Sales Representative
- Trainee

Technical sales workers may advance by demonstrating leadership ability and a good sales record.

EMPLOYMENT AND OUTLOOK

Nationally, there are approximately 613,000 mining, manufacturing and wholesale sales representatives employed. Employment is expected to stay the same through the year 2000. Good opportunities are available for persons with product knowledge and sales ability.

Oklahoma Employment and Outlook

In Oklahoma, 110 job openings are projected annually for technical sales representatives until the year 2000. These job openings represent new jobs and vacancies caused by leaving the occupation, promotions, retirements, etc. In 1990, technical sales representatives held 3,582 jobs in Oklahoma. They are projected to hold 3,927 jobs by the year 2000.

RELATED EDUCATION AND TRAINING

Level(s) of education and training usually needed for this occupation:
- On-the-job training
- High school diploma or G.E.D.
- High school diploma with vocational education
- College bachelor's degree

School subjects helpful in preparing for this occupation include:
- English
- Speech
- Bookkeeping
- Applied Math
- General Merchandising

MORE SOURCES OF INFORMATION

- Sales & Marketing Executives, International
  Statler Office Tower 458
  Cleveland, OH 44115

- National Association of Service Merchandising
  118 S. Clinton St., Ste. 300
  Chicago, IL 60661-3628

- National Association of Wholesaler-Distributors
  1725 NW K St., Ste. 710
  Washington, DC 20006

- American Supply Association Education Foundation, Inc.
  222 Merchandize Mart Plaza
  Ste. 1360
  Chicago, IL 60654

TECHNOLOGY EDUCATION
ENTREPRENEURSHIP

DAY 8 ACTIVITIES

POSTTEST INSTRUCTIONS

You will need a computer scan sheet or card to record your answers to the following Posttest. Be sure to write your name, the title of the TLA, the date, and the class period on the computer scan sheet or card using a #2 pencil. Use rows 11–20 to record the answers to the Posttest. If your answers will be hand-scored, use a blank sheet of paper to record your answers and number your answers 11–20.

Use rows 21–30 on the test card. If the word is spelled correctly, mark (a) on the computer score sheet or card. If the word is spelled incorrectly, mark (b) on the test card. Be sure to use a #2 pencil and make your marks dark. If your answers will be hand scored, use a blank sheet of paper to record your answers and number your answers 21–30.

Get Posttest Questions from your instructor.

When you finish the Posttest, return the test form and the computer scan card or notebook paper to your instructor.

If you complete Day 8 Activities with time left over, you may complete a Skunk Works activity.

SPELLING TEST INSTRUCTIONS

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

SKUNK WORKS

BACKGROUND

The term *Skunk Works* comes from an engineering division of the 3M Company. In the late 1960s, a group of engineers at 3M wanted to design a new product, but the managers of the company would not give them the money for research. So they decided to design the product anyway, then try to convince the company to market it. Whenever the engineers could grab a few extra minutes from their regular assignments, they worked on the new product. In early 1969 they presented it to the marketing division of 3M, and the company has been selling it every since. The product: Velcro fasteners.

SKUNK WORKS CHALLENGE

Nearly every community has several businesses started by local entrepreneurs. Some of these may be businesses that were started years ago and are currently being run by children or grandchildren of the founding entrepreneur. Others may be new businesses just getting started.

- Think about the entrepreneurs in your hometown. Make a list of these people and their businesses.
- Identify one of these people to interview. Make a list of questions to ask this person. Be sure to include questions that ask "why" and "how" the business was started.
- If possible, visit the person at the business. Interview the person by asking the questions you prepared. Report to the class about what you learned during the interview.

TECHNOLOGY EDUCATION ENTREPRENEURSHIP

If you are unable to identify a local entrepreneur, ask your teacher to help you think of someone. If you and your teacher can't identify a local person, choose any entrepreneur who interests you. It could be someone you've seen on television or read about in magazines or at school. Write a short report about this person and the business. Tell why you chose this person.

Pretend you will be interviewing this person. Make a list of questions you would ask.

OKLAHOMA
TSA